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ABSTRACT

This report presents comparisons of high school students in New York State with those of the United States as a whole and is organized in five sections: the first describes experiences in high school (coursework, grades, vocational training, behavior, school practices, and student opinions on high school); the second outlines activities outside of school; the third discusses the students' values and attitudes; the fourth section describes short-range and long-range plans after high school; and the last examines college plans in more detail. This initial report on High School and Beyond is a summary of descriptive information on high school students. As a large-scale, longitudinal survey, its primary purpose is to observe the educational and occupational plans and activities of young people as they pass through the educational system. The study should contribute to an understanding of student development and of the factors that determine individual education and career outcomes. It is intended that such information will be useful as a basis for review and reformulation of Federal, State, and local policies affecting the transition of youth from school to adult life. (Author/PN)

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HIGH SCHOOL AND BEYOND

A National Longitudinal Study for the 1980's

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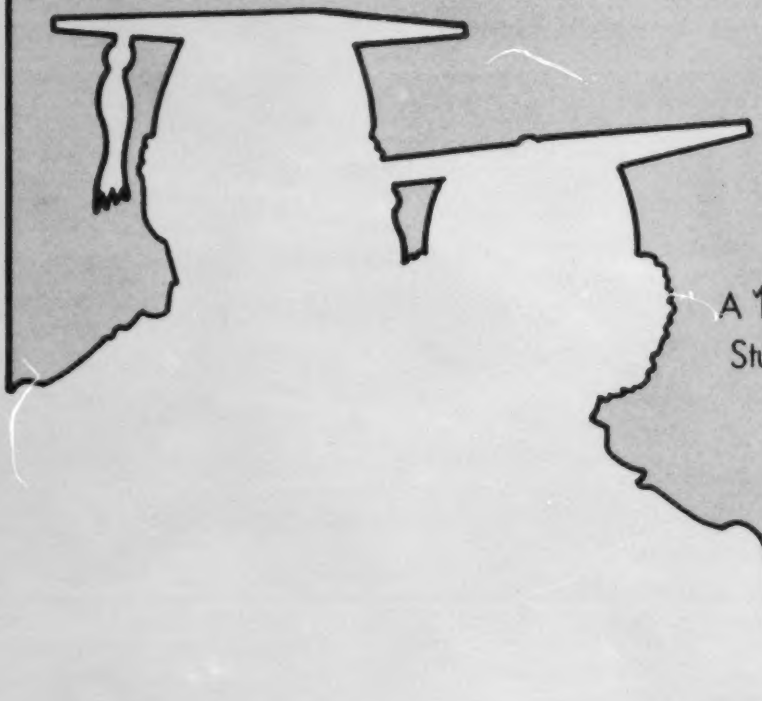

Report No. 1
A Description of High School Students in New York State and the Nation
1980

The University of the State of New York/THE STATE EDUCATION DEPARTMENT
Information Center On Education/Albany, New York 12234/April 1982

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INTRODUCTION

High School and Beyond was designed as a nationally representative sample survey of 1980 high school sophomores and seniors in the United States. Through special arrangements with the survey sponsor, New York State (and five other states) exercised the option of augmenting the sample to achieve representation of New York State high school sophomores and seniors. This procedure allows an independent statistical analysis of the New York data in comparison with the National sample.

As a large-scale, longitudinal survey, the study's primary purpose is to observe the educational and occupational plans and activities of young people as they pass through the American educational system and take on their adult roles. The study should ultimately contribute to an understanding of student development and of the factors that determine individual education and career outcomes. It is intended that such information will be useful as a basis for review and reformulation of Federal, State, and local policies affecting the transition of youth from school to adult life.

While this base-year report provides current information on high school experience near the beginning of the transition to adult life, planned follow-up surveys of the sample in 1982 and 1984 will assess the outcomes of schooling after completion of high school. Analysis of the 1980 sophomores in 1982 will make possible a fuller understanding of the dimensions of the secondary school experience and the factors that influence the process of dropping out of school early.

The base-year survey was conducted in spring 1980. The study design included a highly stratified National probability sample of over 1,100 high schools with 36 seniors and 36 sophomores per school. Over 30,000

sophomores and 28,000 seniors enrolled in 1,015 public and private high schools across the Nation participated in the base-year survey. The samples represent the Nation's 10th and 12th grade populations, totaling about 3,800,000 sophomores and 3,000,000 seniors in more than 21,000 school in spring 1980.

The New York State sub-sample was drawn as part of the Nationwide sample with identical consideration for stratification and probability. Approximately 2,100 sophomores and 1,900 seniors enrolled in 76 New York State public and private schools participated in the base-year survey.

Questionnaires and cognitive tests were administered to each student in the sample. The student questionnaire covered school experiences, activities, attitudes, plans, selected background characteristics and language proficiency. Other groups of respondents provided additional information. The administrator in each sample school filled out a questionnaire on school characteristics; teachers in each school were asked to make comments on students in the sample; twins in the sample were identified and their counterpart twins were also surveyed; and a sample of parents of sophomores and seniors (about 3,600 Nationally for each cohort) was surveyed primarily for information on financing of higher education.

This report presents comparisons of high school students in New York State with those of the Nation as a whole and is organized in five sections; the first describes experiences in high school (coursework, grades, vocational training, behavior, school practices, and student opinions on high school); the second outlines activities outside of school; the third discusses the students' values and attitudes; the fourth section describes short-range and long-range plans after high

school; and the last examines college plans in somewhat more detail.

This initial report on High School and Beyond is a summary of descriptive information on high school students. Many details are not included because its purpose is to highlight the breadth of the High School and Beyond data. Basic student data files, containing no personal identification, are available to researchers who wish to pursue these or other topics in more depth.

SECTION A

HIGH SCHOOL EXPERIENCES

1. Curriculum Placement (tables 1 and 2)
2. Mathematics and Science Courses Completed (tables 3-5)
3. Homework and Grades (tables 6 and 7)
4. Participation in Federally Funded Aid Programs (table 8)
5. Participation in Basic Skills Remedial Programs (table 9)
6. Vocational Training (table 10)
7. Student Discipline (table 11)
8. Absenteeism and Student Rating of School Discipline (tables 12 and 13)
9. Student Opinions of School Characteristics (table 14)
10. Student Opinions of School Policies (table 15)

1. Curriculum Placement

In 1980 over half (51%) of the high school seniors in New York State were enrolled in academic programs, 27 percent were in general programs and 22 percent in vocational programs. This distribution differs considerably from that of the Nation as a whole, which shows only 39 percent enrolled in academic, 37 percent in general and 24 percent in vocational programs.

In New York State, a greater proportion of males than females were enrolled in academic programs (54% vs. 47%) while the proportion of females enrolled in vocational programs was higher than that of males (28% vs. 17%). For the National sample, the distributions are virtually the same for males and females.

A comparison of New York State public and private school students shows that almost half of the public school seniors (46%) were enrolled in academic programs and 24 percent in vocational programs, while over four-fifths (83%) of the private school seniors enrolled in academic and only 6 percent in vocational programs.

Nationally, the public/private difference is equally apparent, although New York State high schools show a 12 percentage point advantage over the National figure for students enrolled in academic programs.

TABLE 1

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS IN ACADEMIC, GENERAL AND VOCATIONAL CURRICULA

NEW YORK STATE AND UNITED STATES

1980

Curriculum Placement	New York State			United States		
	Total	Male	Female	Total	Male	Female
Total	100%	100%	100%	100%	100%	100%
Academic	51	54	47	39	39	38
General	27	29	25	37	38	36
Vocational	22	17	28	24	23	26

TABLE 2

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS IN ACADEMIC, GENERAL AND VOCATIONAL CURRICULA BY SCHOOL TYPE

NEW YORK STATE AND UNITED STATES

1980

Curriculum	New York State		United States	
	Public Schools	Private Schools	Public Schools	Private Schools
Total	100%	100%	100%	100%
Academic	46	83	34	70
General	30	11	39	21
Vocational	24	6	27	9

2. Mathematics and Science Courses Completed

The traditional male plurality is evident in math and science course enrollment for both New York State and the Nation. New York State, however, with its emphasis on academic curricula, shows consistently higher participation rates than the rest of the Nation, especially in the "three years or more" category. The proportion of New York seniors who have taken 3 years or more of math is 10 percentage points higher than the National average. In science, New York State seniors show an 18 percentage point advantage over the National figure for the "three years or more" category.

TABLE 3A

CUMULATIVE PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS TAKING VARYING AMOUNTS OF MATHEMATICS AND SCIENCE COURSEWORK BY SEX

NEW YORK STATE

1980

Amount of Coursework	Mathematics			Sciences		
	Total	Male	Female	Total	Male	Female
Total, including those with no coursework	100%	100%	100%	100%	100%	100%
One year or more	94	97	90	89	93	85
2 years or more	76	81	70	69	75	62
3 years or more	44	54	33	41	48	33

TABLE 3B

CUMULATIVE PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS TAKING VARYING AMOUNTS OF MATHEMATICS AND SCIENCE COURSEWORK BY SEX

UNITED STATES

1980

Amount of Coursework	Mathematics			Sciences		
	Total	Male	Female	Total	Male	Female
Total, including those with no coursework	100%	100%	100%	100%	100%	100%
One year or more	93	94	92	90	91	89
2 years or more	67	71	63	53	57	50
3 years or more	34	40	28	23	27	19

2. Mathematics and Science Courses Completed (Continued)

When amount of coursework in mathematics and science is disaggregated according to curriculum placement, it becomes apparent that New York State's advantage is due primarily to its seniors enrolled in general programs. Over 37 percent of general program seniors have taken 3 years or more of math and 33 percent completed 3 years or more of science. The national averages are 22 percent and 13 percent respectively. Similar advantages are shown for New York State's general program seniors in the "2 years or more" category for both math and science and for academic/ program seniors in science.

TABLE 4A

CUMULATIVE PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS TAKING VARYING AMOUNTS OF MATHEMATICS AND SCIENCE COURSEWORK BY CURRICULUM

NEW YORK STATE
1980

Amount of Coursework	Mathematics			Science		
	Academic	General	Vocational	Academic	General	Vocational
Total, including those with no coursework	100%	100%	100%	100%	100%	100%
1 year or more	98	91	82	97	86	75
2 years or more	92	66	49	84	65	38
3 years or more	59	37	19	57	33	13

TABLE 4B

CUMULATIVE PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS TAKING VARYING AMOUNTS OF MATHEMATICS AND SCIENCE COURSEWORK BY CURRICULUM

UNITED STATES
1980

Amount of Coursework	Mathematics			Science		
	Academic	General	Vocational	Academic	General	Vocational
Total, including those with no coursework	100%	100%	100%	100%	100%	100%
1 year or more	98	90	89	96	88	83
2 years or more	86	57	52	74	44	35
3 years or more	55	22	18	41	13	9

2. Mathematics and Science Courses Completed (Continued)

On the average, New York State's high school seniors reported that they had participated in various mathematics and science courses at a rate approximately 15 percent greater than the Nation's seniors. The differences in participation rates, observed for both male and female seniors, were greatest for trigonometry, chemistry and physics. Somewhat smaller differences also favored New York State's seniors for geometry, algebra I and II and calculus.

TABLE 5

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS TAKING MATHEMATICS AND SCIENCE COURSES BY COURSE TITLE AND SEX

NEW YORK STATE AND UNITED STATES

1980

Course	New York State			United States		
	Total Seniors	Male	Female	Total Seniors	Male	Female
Algebra I	86%	87%	85%	79%	79%	79%
Algebra II	60	64	54	49	51	47
Geometry	69	73	63	56	58	55
Trigonometry	54	59	48	26	30	22
Calculus	16	20	11	8	10	6
Physics	36	46	25	19	26	14
Chemistry	56	62	49	37	39	35

3. Homework and Grades

Approximately three-fourths of all high school seniors reported spending less than 5 hours per week on homework, with only slight differences observed in the comparison of New York State and the Nation. About one in five New York seniors spent 5 to 10 hours per week on homework (21%) compared to 18 percent for the Nation's seniors. Only 7 percent of the high school seniors reported spending ten or more hours per week on homework.

TABLE 6

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS REPORTING VARYING AMOUNTS OF TIME SPENT ON HOMEWORK

NEW YORK STATE AND UNITED STATES

1980

Amount of Time Spent on Homework	New York State	United States
	Percent of Seniors	Percent of Seniors
None	4%	7%
Less than 5 hours per week	68	68
5-10 hours per week	21	18
10 or more hours per week	7	7
Total	100%	100%

3. Homework and Grades (Continued)

In the survey questionnaire, high school seniors were asked to report the grades they had received thus far in their high school careers. In contrasting the results of New York State seniors with those of the Nation, it was found that 88% of the New York State sample achieved average grades of A or B compared to 80% for the Nation as a whole.

TABLE 7

PERCENTAGE OF PUBLIC AND NONPUBLIC SENIORS REPORTING VARYING HIGH SCHOOL GRADES

NEW YORK STATE AND UNITED STATES

1980

High School Grade	New York State	United States
	Percent of Seniors	Percent of Seniors
Total	100%	100%
Mostly A, or Half A and Half B	38	33
Mostly B, or Half B and Half C	50	47
Mostly C, or Half C and Half D	12	19
Mostly D or below	0*	1

*0.3% rounded to 0

4. Participation in Federally Funded Aid Programs

In general, New York State's level of student participation in Federally funded programs was less than the National average. The greatest difference was observed for participation in the Work Study Program, with New York's rate about half that of the National average (7% vs. 13%). As would be expected, more students from the lower end of the socioeconomic scale participated in these programs.

TABLE 8A

PERCENTAGE OF PUBLIC AND NONPUBLIC SENIORS PARTICIPATING IN VARIOUS FEDERAL EDUCATION PROGRAMS BY SOCIOECONOMIC STATUS

NEW YORK STATE

1980

Program	1980 Seniors			
	Socioeconomic Status*			
	Total	High	Middle	Low
Work-Study Program	7%	5%	6%	10%
Co-op Program	8	4	7	15
Talent Search	4	4	2	6
Upward Bound	2	2	1	2
CETA Work Program	8	3	6	15
Junior ROTC	1	1	1	1

TABLE 8B

PERCENTAGE OF PUBLIC AND NONPUBLIC SENIORS PARTICIPATING IN VARIOUS FEDERAL EDUCATION PROGRAMS BY SOCIOECONOMIC STATUS

UNITED STATES

1980

Program	1980 Seniors			
	Socioeconomic Status*			
	Total	High	Middle	Low
Work-Study Program	13%	8%	14%	17%
Co-op Program	11	7	11	13
Talent Search	3	3	3	4
Upward Bound	1	1	1	2
CETA Work Program	9	3	7	17
Junior ROTC	3	1	3	3

*Socioeconomic Status - The SES index is a composite of five equally weighted standardized components: father's education, mother's education, family income, father's occupation, and household items. The terms high, medium, and low SES refer to the upper, middle two, and lower quartiles of the weighted SES composite index distribution.

5. Participation in Basic Skills Remedial Programs

New York State and National data are generally comparable in terms of the percentage of high school seniors who had taken remedial course-work in mathematics and English. In New York State, approximately one-fourth of the White and Asian ethnic group seniors reported having taken remediation, compared to about one-third of the Black and American Indian groups. The highest percentages were observed for the Hispanic seniors (41% for mathematics and 37% for English). Slightly higher rates were found for the National sample in most categories.

TABLE 9

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS TAKING REMEDIAL COURSEWORK IN MATHEMATICS AND ENGLISH BY RACIAL/ETHNIC GROUP

NEW YORK STATE AND UNITED STATES

1980

Racial/Ethnic Group	New York State		United States	
	Remedial Mathematics	Remedial English	Remedial Mathematics	Remedial English
Hispanic	41%	37%	38%	33%
Black	33	25	34	31
White	26	26	29	31
American Indian or Alaskan Native	33	33	42	40
Asian or Pacific Islander	24	29	22	31

6. Vocational Training

Only a moderate percentage of the 1980 senior cohort reported having completed two years or more of vocational education courses. Data are generally comparable for New York State and the Nation, with percentages of seniors taking two years or more of vocational coursework ranging from 8 to 27 percent for selected vocational subject areas.

Not surprisingly, students in vocational and general curricula show a substantially higher representation in these courses than students in academic curricula. Of those who reported two or more years of vocational coursework, most were enrolled in business/sales programs. More than one-fourth of all New York State seniors reported at least two years of business coursework (26%).

Despite the changes in women's roles in recent years, there is still a considerable degree of sex-role identification in vocational coursework. Male seniors of the 1980 sample were more likely than female students to have taken trade, industrial and technical courses. Female students, in contrast, were more likely than male students to have taken courses in business and sales.

TABLE 10A

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS TAKING TWO YEARS OR MORE OF VOCATIONAL COURSEWORK BY SEX AND CURRICULUM

NEW YORK STATE
1980

Course Area	Total Seniors	Sex		Curriculum		
		Male	Female	Academic	General	Vocational
Business/Sales	26%	12%	41%	14%	27%	51%
Trade/Industry	12	19	4	5	15	24
Technical	8	14	3	6	12	12
Other	15	15	16	8	21	25

TABLE 10B

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS TAKING TWO YEARS OR MORE OF VOCATIONAL COURSEWORK BY SEX AND CURRICULUM

UNITED STATES
1980

Course Area	Total Seniors	Sex		Curriculum		
		Male	Female	Academic	General	Vocational
Business/Sales	27%	13%	40%	19%	27%	42%
Trade/Industry	13	23	4	6	13	26
Technical	10	17	3	7	9	17
Other	17	19	15	11	19	27

7. Student Discipline

School administrators, teachers, and parents have been concerned about the relaxed standards and improper behavior of students in the high schools of today. In High School and Beyond, the students themselves were asked about their perception and experiences in several areas related to what is generally thought to be proper student behavior.

Similar results were found for both New York State and the Nation. About half the 1980 seniors reported that "every once in a while I cut class."

Since many schools permit a moderate frequency of absence from classes, the degree to which this behavior represents improper conduct is difficult to determine.

More serious deviations from proper behavior--disciplinary problems, probations, and suspensions -- were reported by slightly over 10% of all seniors. Male students were more likely than female students to report cutting classes occasionally and more serious problems. More students from high socioeconomic (SES) families than from low SES families reported cutting a class once in a while. However, students of lower SES tended to report problems in the more serious disciplinary areas more often than students of higher SES backgrounds. Differences by sex and socioeconomic status for seniors in New York State were comparable to those for the Nation.

Generally, academic students in both public and private schools reported lower levels both of cutting classes and of more serious violations of school standards. Those in private schools reported the lowest level of cutting classes, but private school academic students in New York State reported a higher percentage of more serious violations than their public school counterparts.

TABLE 11A

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS REPORTING VARIOUS DISCIPLINE PROBLEMS BY SEX, SOCIOECONOMIC STATUS AND SCHOOL TYPE

NEW YORK STATE

1980

Behavior	Total Seniors	Sex		Socioeconomic Status			Type of School*	
		Male	Female	Low	Middle	High	Public	Private
Cut a class once in a while	51%	53%	48%	47%	51%	54%	47%	36%
Had disciplinary problems	13	16	9	16	12	11	8	13
Suspended or put on probation	11	15	7	14	11	9	5	15

TABLE 11B

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS REPORTING VARIOUS DISCIPLINE PROBLEMS BY SEX, SOCIOECONOMIC STATUS AND SCHOOL TYPE

UNITED STATES

1980

Behavior	Total Seniors	Sex		Socioeconomic Status			Type of School*	
		Male	Female	Low	Middle	High	Public	Private
Cut a class once in a while	45%	49%	41%	45%	45%	48%	40%	31%
Had disciplinary problems	14	17	10	17	13	11	9	10
Suspended or put on probation	13	17	8	15	12	10	8	10

*Only academic students in both public and private schools were included in the computation of percentages.

8. Absenteeism and Student Rating of Discipline

Table 13 shows that about a fifth of all seniors were late to school five days or more this year, and a fifth were absent for reasons other than illness five times or more. Results were almost identical for New York State and the Nation.

Students apparently shared some of the concerns of parents, teachers, and school administrators about proper school behavior. Only slightly more than a third of all seniors rated their schools as "good" or "excellent" in terms of the effectiveness and fairness of discipline. Academic students rated the discipline in their schools more favorably than did students in general or vocational curricula. Private school seniors rated the effectiveness of discipline in their schools substantially higher than seniors in the public schools (61% vs. 35%). In general, seniors in New York State rated the discipline in their schools somewhat lower than the National average in all categories.

TABLE 12

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS REPORTING ABSENTEEISM AND TARDINESS

NEW YORK STATE AND UNITED STATES

1980

Item	New York State	United States
Five days or more absent this year for reasons other than illness	20%	21%
Five days or more late to school this year	22	19

TABLE 13A

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS REPORTING ASPECTS OF DISCIPLINE AS "GOOD" OR "EXCELLENT" BY CURRICULUM AND SCHOOL TYPE

NEW YORK STATE

1980

Aspect of discipline	Total Seniors	Curriculum			Type of School	
		Academic	General	Vocational	Public	Private
Effectiveness	38%	42%	33%	39%	35%	61%
Fairness	35	38	30	33	34	37

TABLE 13B

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS REPORTING ASPECTS OF DISCIPLINE AS "GOOD" OR "EXCELLENT" BY CURRICULUM AND SCHOOL TYPE

UNITED STATES

1980

Aspect of discipline	Total Seniors	Curriculum			Type of School	
		Academic	General	Vocational	Public	Private
Effectiveness	47%	52%	42%	45%	42%	67%
Fairness	39	45	34	36	36	47

9. Student Opinions of School Characteristics

High School and Beyond asked 1980 seniors to rate their school (as poor, fair, good, or excellent) on its library facilities, quality of instruction, condition of buildings, teacher interest in students, reputation in the community and school spirit. With few exceptions, a majority of the seniors rated each of their school's characteristics as good or excellent regardless of curriculum or type of school in which they were enrolled.

New York State students in academic programs generally gave higher ratings than students in other programs. Library facilities, which may be more important to the school work of academic students, were less highly rated by academic than vocational students. Among academic students, those in private schools gave substantially higher ratings of all school characteristics except library facilities. Differences of over ten percentage points appeared for "reputation in the community;" and "teacher interest in students." On the other hand a considerably higher percentage of public school seniors than private school seniors rated their library resources as "good or excellent" (68% vs. 55%).

TABLE 14A

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS RATING VARIOUS SCHOOL CHARACTERISTICS AS "GOOD" OR "EXCELLENT" BY CURRICULUM AND SCHOOL TYPE

NEW YORK STATE

1980

School Characteristic	Total Seniors	Curriculum			Type of School*	
		Academic	General	Vocational	Public	Private
Reputation in the community	65%	70%	57%	64%	68%	83%
Library facilities	66	65	66	70	68	55
Quality of academic instruction	64	74	53	55	73	79
Condition of buildings	62	65	59	58	64	70
School spirit	53	51	57	61	49	54
Teacher interest in students	54	61	41	47	58	73

TABLE 14B

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS RATING VARIOUS SCHOOL CHARACTERISTICS AS "GOOD" OR "EXCELLENT" BY CURRICULUM AND SCHOOL TYPE

UNITED STATES

1980

School Characteristics	Total Seniors	Curriculum			Type of School*	
		Academic	General	Vocational	Public	Private
Reputation in the community	68%	77%	64%	64%	73%	90%
Library facilities	67	66	67	71	68	60
Quality of academic instruction	63	75	55	60	73	85
Condition of buildings	62	69	60	60	67	76
School spirit	60	60	59	61	59	64
Teacher interest in students	56	66	48	50	62	82

*Only students in academic programs were included in the computations.

10. Student Opinions of School Policies

The survey solicited the opinions of 1980 seniors concerning the allocation of school resources toward meeting their needs in the areas of (1) vocational education (2) academic coursework (3) employment counseling and (4) college counseling and work experience. A sizeable majority of New York State seniors agreed that their schools should have placed more emphasis on both vocational programs (66%) and basic academic subjects (61%). A large majority also felt that their school provided them with counseling to help them continue their education but were less satisfied with employment-related school programs. Over 63 percent agreed that their school did not offer enough practical work experience and only 38 percent reported that the school provided counseling to help find employment.

Student opinions varied by the type of curriculum in which they were enrolled. For example, in both New York State and the Nation, more students in vocational programs than academic programs agreed that schools provided counseling that would help them find employment. Student opinions also varied by type of school. Academic program students in public schools more often thought a greater emphasis should have been placed on basic academic subjects than did their counterparts in private schools. Academic students in private schools, on the other hand, more often believed greater emphasis should have been placed on vocational programs that did academic students in public schools.

The comparison of New York State with the National average revealed only slight differences in the opinions of students.

TABLE 15A

PERCENTAGE OF PUBLIC AND NONPUBLIC SENIORS AGREEING WITH VARIOUS STATEMENTS ABOUT HIGH SCHOOL EDUCATION OR PRACTICE BY CURRICULUM AND SCHOOL TYPE

NEW YORK STATE

1980

Statements	Total Seniors	Curriculum			Type of School*	
		Academic	General	Vocational	Public	Private
School should have placed more emphasis on vocational and technical programs	66%	57%	75%	75%	55%	65%
School should have placed more emphasis on basic academic subjects	61	61	62	61	67	46
School provided me with counseling that will help me continue my education	60	64	55	56	62	71
School did not offer enough practical work experience	63	60	69	65	58	68
School provided me with counseling that will help me find employment	38	30	41	49	30	32

TABLE 15B

PERCENTAGE OF PUBLIC AND NONPUBLIC SENIORS AGREEING WITH VARIOUS STATEMENTS ABOUT HIGH SCHOOL EDUCATION OR PRACTICE BY CURRICULUM AND SCHOOL TYPE

UNITED STATES

1980

Statements	Total Seniors	Curriculum			Type of School*	
		Academic	General	Vocational	Public	Private
School should have placed more emphasis on vocational and technical programs	70%	57%	75%	81%	55%	63%
School should have placed more emphasis on basic academic subjects	67	67	67	65	72	48
School provided me with counseling that will help me continue my education	64	67	58	61	66	69
School did not offer enough practical work experience	59	52	63	60	50	65
School provided me with counseling that will help me find employment	44	35	43	57	36	30

*Only academic students were included in the computations.

SECTION B

ACTIVITIES OUTSIDE OF SCHOOL

1. Working for Pay (table 16)
2. Hours Worked and Earnings (table 17)
3. Organized Group Activities (table 18)
4. Leisure Activities (table 19)

1. Working for Pay

Almost two-thirds of New York State's high school seniors worked for pay in the week prior to the survey, although widely differing percentages were observed among racial/ethnic groups. Only 42 percent of the Black, American Indian, and Asian seniors were employed compared to 58 percent for Hispanic and 67 percent for White students.

The jobs that high school seniors held varied in the amount of time spent on training, but about two-thirds of the seniors in New York State held jobs in which they reported spending almost no time in training. Students in a vocational curriculum were somewhat more successful than others in receiving some job training.

Students were asked to compare how they felt about their jobs with how they felt about school. In general, the results for New York State seniors were comparable to those of the Nation. About half of the seniors agreed that their jobs were more enjoyable than school. This attitude varied by high school program; two-fifths of the seniors in the academic curriculum found their job more enjoyable than school, while over half of those in vocational and general programs enjoyed their job more than school. Hispanics, Blacks, and Asians were less likely than Whites to enjoy their job more than school.

Jobs were considered more important than school by only a small minority of the seniors (11%) in New York State. For vocational students, who are less likely to continue their schooling after high school, this attitude was more prevalent than for academic and general students.

TABLE 16A

WORK EXPERIENCE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS BY CURRICULUM AND RACIAL/ETHNIC GROUP

NEW YORK STATE

1980

Work Experience	Total Seniors	Curriculum			Racial/Ethnic Group				
		Academic	General	Vocational	Hispanic	Black	White	American Indian or Alaskan Native	Asian or Pacific Islander
Worked for pay during week prior to survey	63%	62%	61%	65%	58%	42%	67%	42%	43%
Spent almost no time on job training	69	71	70	63	72	61	70	60	47
Agreed that job is more enjoyable than school	47	39	55	56	28	42	49	65	20
Agreed that job is more important than school	11	15	5	19	5	5	12	15	9

TABLE 16B

WORK EXPERIENCE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS BY CURRICULUM AND RACIAL/ETHNIC GROUP

UNITED STATES

1980

Work Experience	Total Seniors	Curriculum			Racial/Ethnic Group				
		Academic	General	Vocational	Hispanic	Black	White	American Indian or Alaskan Native	Asian or Pacific Islander
Worked for pay during week prior to survey	63%	61%	62%	68%	60%	50%	66%	57%	53%
Spent almost no time on job training	68	71	68	62	65	63	69	66	58
Agreed that job is more enjoyable than school	51	42	56	60	44	39	54	65	29
Agreed that job is more important than school	15	8	18	22	14	7	16	20	6

2. Hours Worked and Earnings

This table describes the hours worked and the average earnings of high school seniors. In 1980, at the time of the survey, the Federal minimum wage was set at $3.10 per hour. The results of the survey show that New York State high school seniors earn below the minimum wage and substantially less that the National average ($2.96 compared to $3.18). A sizeable difference is also found in the number of hours worked per week, with New York State students working approximately 25 percent fewer hours than the National average (15.6 vs. 20.7 hours per week).

Generally, the differences in hours worked and pay rates among racial/ethnic groups were not as large as the differences between males and females. In New York State, female seniors earned 18 cents less per hour and worked 3.3 fewer hours per week than males. National differences between males and females were somewhat larger (39¢ and 3.9 hours).

TABLE 17A

AVERAGE WORK HOURS AND EARNINGS OF HIGH SCHOOL SENIORS BY SEX AND RACIAL/ETHNIC GROUP

NEW YORK STATE

1980

Item	Total Seniors	Sex		Racial/Ethnic Group				
		Male	Female	Hispanic	Black	White	American Indian or Alaskan Native	Asian or Pacific Islander
Average number of hours worked per week	15.6	17.1	13.8	16.1	15.8	15.5	19.0	22.4
Average earnings per hour	$2.96	$3.03	$2.85	$2.98	$2.90	$2.96	$3.03	$2.91

TABLE 17B

AVERAGE WORK HOURS AND EARNINGS OF HIGH SCHOOL SENIORS BY SEX AND RACIAL/ETHNIC GROUP

UNITED STATES

1980

Item	Total Seniors	Sex		Racial/Ethnic Group				
		Male	Female	Hispanic	Black	White	American Indian or Alaskan Native	Asian or Pacific Islander
Average number of hours worked per week	20.7	22.5	18.6	21.4	20.0	20.5	22.8	19.2
Average earnings per hour	$3.18	$3.38	$2.99	$3.22	$3.11	$3.19	$3.10	$3.23

3. Organized Group Activities

Except for notable differences in athletic team participation and membership in vocational education clubs, New York State seniors generally reflect the National averages in terms of participation in various organized group activities. As indicated, senior class participation in these two categories is substantially lower in New York State than the Nation as a whole. Only 37 percent of New York's seniors joined athletic teams compared to a majority of 52 percent of the National sample. For vocational education clubs, the participation rates were only 8 percent in New York compared to 23 percent in the United States.

TABLE 18

PERCENTAGE OF HIGH SCHOOL SENIORS WHO PARTICIPATED ACTIVELY OR AS A LEADER IN VARIOUS ORGANIZED GROUP ACTIVITIES BY SEX

NEW YORK STATE AND UNITED STATES

1980

Activity*	New York State			United States		
	Total	Male	Female	Total	Male	Female
Athletic teams	37%	46%	27%	52%	64%	41%
Pep club, cheerleaders	11	4	19	15	5	25
Hobby clubs	25	28	21	23	27	19
Honor Society	18	17	20	17	14	20
Newspaper, yearbook	24	20	29	20	15	24
Science, history, or art clubs	19	18	20	24	19	28
Student government	19	18	19	18	16	21
Vocational education clubs	8	6	10	23	19	27
Community youth clubs	25	29	31	22	24	21
Church groups	31	29	37	39	35	42
Junior Achievement	5	7	5	6	6	6

*Descriptions are abbreviated.

4. Leisure Activities

The lower level of participation in athletics on the part of New York State seniors (table 19) may be explained in part by the data in these tables concerning participation in various leisure activities. Both sophomore and senior class students in New York State participated at a much higher rate than their National counterparts in seven of the nine leisure activities listed. The greatest differences were observed for the categories "reading for pleasure," "reading the front page of the newspaper," and "going out on dates." No differences appeared for "watching television" and "driving or riding around."

Except for "watching television," senior class participation was consistently higher than that of sophomores both at the State and National levels.

TABLE 19A

PERCENTAGE OF PUBLIC AND NONPUBLIC SOPHOMORES AND SENIORS WHO PARTICIPATED IN VARIOUS LEISURE ACTIVITIES BY SEX

NEW YORK STATE

1980

Activity	1980 Sophomores			1980 Seniors		
	Total Sophomores	Male	Female	Total Seniors	Male	Female
At Least Once Per Week:						
Visiting with friends at a local gathering place	81%	83%	79%	87%	88%	86%
Reading for pleasure	67	62	72	72	67	77
Going out on dates	60	63	56	79	80	78
Just driving or riding around (alone or with friends)	48	50	47	72	74	69
Talking with friends on the telephone	86	79	93	92	89	95
Thinking or daydreaming alone	79	70	88	88	74	93
Talking with your mother or father about personal experiences	63	56	69	70	66	73
Reading the front page of the newspaper	83	85	81	88	89	88
Watching weekday television four or more hours per day	39	41	37	27	27	26

TABLE 19B

PERCENTAGE OF PUBLIC AND NONPUBLIC SOPHOMORES AND SENIORS WHO PARTICIPATED IN VARIOUS LEISURE ACTIVITIES BY SEX

UNITED STATES

1980

Activity	1980 Sophomores			1980 Seniors		
	Total Sophomores	Male	Female	Total Seniors	Male	Female
At Least Once Per Week:						
Visiting with friends at a local gathering place	67%	69%	65%	69%	75%	65%
Reading for pleasure	41	34	47	45	39	51
Going out on dates	39	37	41	57	56	57
Just driving or riding around (alone or with friends)	47	51	43	60	65	56
Talking with friends on the telephone	77	66	86	77	72	82
Thinking or daydreaming alone	65	55	75	72	65	79
Talking with your mother or father about personal experiences	41	34	48	47	40	54
Reading the front page of the newspaper	59	61	57	68	72	65
Watching weekday television four or more hours per day	40	42	38	26	27	25

SECTION C

VALUES AND ATTITUDES

1. Life Goals (table 20)
2. Factors in Occupational Choice (table 21)
3. National Service (table 22)

1. Life Goals

Of the ten "life goals" presented to the 1980 high school seniors, four items were clearly more important than the rest, having been rated "very important" by about four-fifths of the seniors in both New York State and the Nation. "Being successful in my line of work" and "being able to find steady work" were very important to the lives of well over 80 percent of the 1980 seniors respectively.

"Having strong friendships" and "finding the right person to marry and having a happy family life" were also very important to most seniors (83% and 79% respectively). The ratings of these four items were quite similar for male and female seniors both in New York State and the Nation.

Items that were least important to the 1980 seniors included "living close to parents and relatives," "being a leader in my community," " working to correct social and economic inequalities," and "getting away from this area of the country." Sex differences were generally small, though young women were less eager for a leadership role, and a good deal less worried about having lots of money.

TABLE 20

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS RATING VARIOUS LIFE GOALS AS "VERY IMPORTANT" BY SEX

NEW YORK STATE AND UNITED STATES

1980

Life Goals	New York State			United States		
	Total	Male	Female	Total	Male	Female
Work						
Being successful in my line of work	89%	89%	90%	88%	89%	88%
Having lots of money	36	44	27	31	41	23
Being able to find steady work	85	85	86	84	86	83
Family						
Finding the right person to marry and having a happy family life	79	77	82	81	78	83
Being able to give my children better opportunities than I've had	66	67	65	67	67	67
Living close to parents and relatives	16	15	17	14	13	15
Community/Society						
Being a leader in my community	8	10	6	10	12	7
Working to correct social and economic inequalities	14	13	16	13	12	14
Other						
Getting away from this area of the country	18	17	19	14	15	14
Having strong friendships	83	84	83	82	81	82

2. Factors in Occupational Choice

High School and Beyond presented the 1980 high school seniors a list of six factors that could be important in determining the kind of work they plan to do for most of their lives. One factor stood out for the great majority of seniors; almost 90 percent reported that "work that seems important and interesting to me" was a very important factor. About three-fifths of the seniors rated as "very important" the following three items: "meeting and working with sociable friendly people," "freedom to make my own decisions," and job security and permanence."

Generally, State and National responses did not differ markedly and, except for one response category, sex differences were trivial. On both the State and National level, considerably fewer males than females felt that "previous work experience in the area" was important in choosing an occupation.

TABLE 21A

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS RATING VARIOUS FACTORS AS "IMPORTANT" IN CHOOSING AN OCCUPATION, BY SEX

NEW YORK STATE

1980

Factor	Total Seniors	Male	Female
Work that seems important and interesting to me	88%	86%	91%
Meeting and working with sociable friendly people	66	63	69
Freedom to make my own decisions	63	64	62
Job security and permanence	60	59	61
Good income to start or within a few years	46	47	45
Previous work experience in the area	31	26	37

TABEL 21B

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS RATING VARIOUS FACTORS AS "IMPORTANT" IN CHOOSING AN OCCUPATION, BY SEX

UNITED STATES

1980

Factor	Total Seniors	Male	Female
Work that seems important and interesting to me	86%	81%	89%
Meeting and working with sociable friendly pepple	66	58	73
Freedom to make my own decisions	62	61	63
Job security and permanence	58	58	58
Good income to start or within a few years	46	48	43
Previous work experience in the area	31	30	43

3. National Service

In High School and Beyond, high school seniors were asked, "If there were a program of compulsory two-year service after high school, with options of military service or community public service, what would you most likely do?" As shown, the most frequent responses by New York State seniors were "undecided" (28%) and "avoid either option" (29%). The percentage of males and females was approximately the same for these two response options.

Among those who expressed a preference, males were more likely to choose military service and females more likely to choose the community public service option.

TABLE 22

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS EXPRESSING VARIOUS PREFERENCES ABOUT NATIONAL SERVICE BY SEX

NEW YORK STATE AND UNITED STATES

1980

Type of Service	New York State		United States	
	Male	Female	Male	Female
Total	100%	100%	100%	100%
Military	26	12	26	11
Public	17	28	15	30
Undecided	28	28	30	29
Avoid Service	29	32	29	30

SECTION D

PLANS OF HIGH SCHOOL SENIORS

1. Short-Range Plans (tables 23 and 24)
2. Long-Range Educational Goals (tables 25 and 26)
3. Long-Range Occupational Goals (table 27)
4. Family Formation (tables 28 and 29)

1. Short-Range Plans

For purposes of this study, short-range plans were defined as the single major activity which seniors expected would take the largest share of their time during the year after leaving high school.

The results shown in these tables indicate that two-thirds (66%) of New York State seniors plan some form of postsecondary education compared to 59 percent for the Nation. Another 20 percent of New York's seniors expect to work full time. The National average for this category was 29 percent. Comparisons of the remaining categories of activity show only minor differences.

TABLE 23A

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS REPORTING VARIOUS ACTIVITIES AS "THE ONE THING THAT WILL TAKE THE LARGEST SHARE OF TIME IN THE YEAR AFTER HIGH SCHOOL" BY SEX

NEW YORK STATE

1980

Activity	1980 Seniors		
	Total	Male	Female
TOTAL	100%	100%	100%
Attend college full- or part-time:			
Four-year college	48	51	46
Two-year college, academic courses	8	6	11
Two-year college, technical/vocational courses	6	4	8
Attend trade/business school full- or part-time	3	1	4
Work full-time	20	21	20
Military service or service academy	5	7	2
Apprenticeship or on-the-job training program	2	3	1
Work part-time, not attend school	3	3	3
Full-time homemaker	1	0	2
Other: travel, take a break, no plans	4	4	3

TABLE 23B

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS REPORTING VARIOUS ACTIVITIES AS "THE ONE THING THAT WILL TAKE THE LARGEST SHARE OF TIME IN THE YEAR AFTER HIGH SCHOOL" BY SEX

UNITED STATES

1980

Activity	1980 Seniors		
	Total	Male	Female
TOTAL	100%	100%	100%
Attend college full- or part-time:			
Four-year college	39	38	39
Two-year college, academic courses	9	7	10
Two-year college, technical/vocational courses	6	5	7
Attend trade/business school full- or part-time	6	5	7
Work full-time	29	32	26
Military service or service adademy	3	5	2
Apprenticeship or on-the-job training program	2	3	2
Work part-time, not attend school	2	2	2
Full-time homemaker	1	0	2
Other: travel, take a break, no plans	3	3	3

1. Short-Range Plans (Continued)

Most respondents in High School and Beyond planned to engage in more than one activity during the year after graduation. For example, many prospective college students also planned to work. Seniors were asked to report other planned activities in addition to their primary planned activity. Results show that, although 66 percent of New York State seniors planned to attend a postsecondary institution as the primary activity during the first year after graduation (table 24), a much larger majority of 83 percent planned to attend some form of postsecondary institution as either a primary or secondary activity (table 25).

About three-quarters of the seniors in both New York State and the Nation planned to work as either their primary or secondary activity in the first year after high school graduation.

TABLE 24

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS REPORTING VARIOUS ACTIVITIES PLANNED FOR THE FIRST YEAR AFTER GRADUATION*

NEW YORK STATE AND UNITED STATES

1980

Activity	New York State	United States
Work	74%	77%
Four-year College	52	41
Two-year Academic College	13	14
Two-year Vocational College	10	10
Trade or Business School	8	14
Apprentice Program	8	7
Military Service	7	6
Homemaker	6	8

*Respondents were allowed multiple responses to this question.

2. Long-Range Educational Goals

This table shows that educational aspirations of high school seniors are highly associated with students' socioeconomic backgrounds. More than twice as many students from the high SES group as from the low SES group planned to finish four years or more of college education.

The educational aspirations of New York State's seniors are somewhat higher than the Nation with 57 percent indicating four years or more of college compared to the National average of 46 percent. This finding is consistent across all socioeconomic levels.

TABLE 25A

PERCENTAGE OF PUBLIC AND NONPUBLIC HICH SCHOOL SENIORS EXPECTING VARIOUS AMOUNTS AND TYPES OF POSTSECONDARY EDUCATION BY SOCIOECONOMIC STATUS

NEW YORK STATE
1980

Expectation Level	Total Seniors	Socioeconomic Status		
		Low	Middle	High
High school graduation only or less	17%	34%	15%	5%
Vocational, trade or business school:				
Less than two years	3	4	4	1
Two years or more	6	9	8	1
College program:				
Less than two years	1	1	1	1
Two years or more	16	14	19	9
Four- or five-year degree	28	18	30	33
Master's degree or equivalent	16	11	13	27
Ph.D., M.D., etc.	13	9	10	23

TABLE 25B

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS EXPECTING VARIOUS AMOUNTS AND TYPES OF POSTSECONDARY EDUCATION BY SOCIOECONOMIC STATUS

UNITED STATES
1980

Expectation Level	Total Seniors	Socioeconomic Status		
		Low	Middle	High
High school graduation only or less	20%	34%	19%	5%
Vocational, trade or business school:				
Less than two years	8	11	9	2
Two years or more	11	14	13	6
College program:				
Less than two years	3	3	3	1
Two years or more	12	12	14	9
Four- or five-year degree	26	16	26	38
Master's degree or equivalent	11	5	9	22
Ph.D., M.D., etc.	9	5	7	17

2. Long-Range Educational Goals (Continued)

College plans varied little between the sexes. The percentages of males and females planning to obtain a 4-year or higher degree were about the same but, once again, the percents were higher for New York State (male:60%; female:54%) than the Nation (male:47%; female:45%). Some interesting patterns are evident, however, when one disaggregates by racial/ethnic category. While degree expectation of New York State Whites and Asians is slightly less than the National figure, the percentages of Blacks and Hispanics aspiring to post-secondary education is dramatically higher for New York State.

TABLE 26

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS EXPECTING A FOUR-YEAR OR HIGHER DEGREE BY RACIAL/ETHNIC GROUP AND SEX

NEW YORK STATE AND UNITED STATES

1980

Race and Sex Category	New York State	United States
Racial/ethnic group:		
Hispanic	55%	36%
White	44	46
Black	73	48
Asian or Pacific Islander	74	78
Sex:		
Male	60	47
Female	54	45

3. Long-Range Occupational Goals

Seniors were asked to indicate which of 17 categories comes closest to describing the job or occupation they expect to have when they reach 30 years of age. The results of the analysis indicate that New York State's seniors closely reflect their National counterparts in terms of occupational aspirations. The largest variance was found in the "professional" category, indicated by 47 percent of the New York State students compared to a 40 percent National average.

In 1980 there were still very pronounced sex differences in planned occupations. Males clearly overshadowed females in the categories of craft worker, farmer or farm-manager, laborer, military, operative or protective service. On the other hand, only a small percentage of the males (versus about one-quarter of the females) planned to be a school teacher or in a clerical or service occupation.

Future surveys will assess the extent to which occupational plans are fulfilled, whether aspirations tend to rise or fall in response to later experiences, and the extent to which these sex differences persist.

TABLE 27A

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS EXPECTING VARIOUS JOBS OR OCCUPATIONS WHEN THIRTY YEARS OLD BY SEX
NEW YORK STATE
1980

Job or Occupation Category	Total Seniors	Male	Female
TOTAL	100%	100%	100%
Professional (except school teacher):			
Advanced degree normally required*	17	18	15
Advanced degree not normally required**	30	30	31
Nonprofessional:			
Predominance of males:			
Craftsworker	6	11	1
Technical	9	11	7
Manager or administrator	7	7	6
Proprietor or owner	3	4	2
Farmer, laborer, military, operative, protective	9	13	4
Predominance of females:			
Clerical	9	2	18
School teacher (elementary and secondary)	3	2	4
Service	2	0	5
Homemaker or housewife only	2	0	4
Sales or not working	3	2	3

TABLE 27B

PERCENTAGE OF PUBLIC AND NONPUBLIC HIGH SCHOOL SENIORS EXPECTING VARIOUS JOBS OR OCCUPATIONS WHEN THIRTY YEARS OLD BY SEX
UNITED STATES
1980

Job or Occupation Category	Total Seniors	Male	Female
TOTAL	100%	100%	100%
Professional (except school teacher):			
Advanced degree normally required*	13	13	12
Advanced degree not normally required**	27	24	31
Nonprofessional:			
Predominance of males:			
Craftsworker	8	16	1
Technical	8	10	6
Manager or administrator	7	8	6
Proprietor or owner	4	6	2
Farmer, laborer, military, operative, protective	10	17	4
Predominance of females:			
Clerical	10	1	17
School teacher (elementary or secondary)	4	1	6
Service	3	1	6
Homemaker or housewife only	3	0	5
Sales or not working	3	3	4

*Includes clergyman, dentist, physician, lawyer, scientist and college teacher.

**Includes accountant, registered nurse, engineer, librarian, writer, social worker and actor.

4. Family Formation

The traditional sequence of major events for young adults is generally that of completing full-time education, then getting married and finally having children. While unforeseen events may result in changes from this typical sequence, most 1980 seniors conformed with it in reporting their plans for the future.

The ages at which seniors planned to finish their full-time education, get married, and have their first child varied considerably, depending on their educational plans. Males expected to get married and have children later than females, whatever the level of education planned. But the more education planned, the later in life both males and females planned to get married and start having children. This tendency is stronger for females than for males; females who planned to get an advanced degree expected to get married four years later than those who planned to stop with a high school diploma while for males this difference was only two years. The more education planned, however, the shorter the lag between completion of full-time education and marriage and parenthood. For example, on the average, New York State males who planned to get an advanced degree intended to marry only about 2 years after receiving their degree. By comparison, males not planning any postsecondary education expected a delay of about 5.5 years from school completion to marriage.

TABLE 28A

MEDIAN AGE AT WHICH PUBLIC AND NONPUBLIC SCHOOL SENIORS PLANNED TO FINISH FULL-TIME EDUCATION, GET MARRIED AND HAVE FIRST CHILD, BY SEX AND LEVEL OF EDUCATIONAL ASPIRATION

NEW YORK STATE

1980

Future Plan	High School Education Only		Some Postsecondary Education		Four- or Five-Year College Degree		Master's or Higher Degree	
	Male	Female	Male	Female	Male	Female	Male	Female
Finish Full-time Education	18.0	18.0	20.5	20.3	22.0	21.7	23.5	23.5
Get Married	23.5	20.3	24.6	22.3	24.7	23.5	25.5	24.6
Have First Child	24.9	22.9	26.1	24.4	26.2	25.4	27.1	27.0

TABLE 28B

MEDIAN AGE AT WHICH PUBLIC AND NONPUBLIC SCHOOL SENIORS PLANNED TO FINISH FULL-TIME EDUCATION, GET MARRIED AND HAVE FIRST CHILD, BY SEX AND LEVEL OF EDUCATIONAL ASPIRATION

UNITED STATES

1980

Future Plan	High School Education Only		Some Postsecondary Education		Four- or Five-Year College Degree		Master's or Higher Degree	
	Male	Female	Male	Female	Male	Female	Male	Female
Finish Full-time Education	18.2	19.1	20.6	20.4	22.5	22.2	23.9	23.5
Get Married	23.1	20.5	23.7	22.1	24.6	23.6	25.2	24.6
Have First Child	25.0	23.2	25.5	24.4	26.2	25.6	27.0	26.6

4. Family Formation (Continued)

This table displays various family-size expectations by sex and level of educational aspiration for seniors in New York State and the Nation. While postsecondary education delays the planned ages of marriage and having a first child, males and females planning to finish college intended eventually to have at least as many children as those who did not plan to finish college.

Followup High School and Beyond surveys over the next decade will gather data on the actual timing of the major life events of this group of 1980 seniors. This information will enable analysts to determine how many young adults depart from their plans and to investigate the effects that family formation and educational attainment have on one another.

TABLE 29A

PERCENTAGE OF HIGH SCHOOL SENIORS INDICATING VARIOUS FAMILY-SIZE EXPECTATIONS, BY SEX AND LEVEL OF EDUCATIONAL ASPIRATION
NEW YORK STATE
1980

Number of Children Eventually Expected	Males				Females			
	High School Only	Some Post-secondary Education	Four- or Five-year Degree	Master's or Higher	High School Only	Some Post-secondary Education	Four- or Five-year Degree	Master's or Higher
Total	100%	100%	100%	100%	100%	100%	100%	100%
None	12	4	7	7	7	9	10	10
One	11	5	6	3	3	6	3	4
Two	51	61	51	50	58	40	40	49
Three	19	19	25	30	20	32	25	20
Four or more	7	11	11	10	12	13	22	17
Average Number*	2.0	2.4	2.3	2.4	2.3	2.4	2.6	2.4

TABLE 29B

PERCENTAGE OF HIGH SCHOOL SENIORS INDICATING VARIOUS FAMILY-SIZE EXPECTATIONS, BY SEX AND LEVEL OF EDUCATIONAL ASPIRATION
UNITED STATES
1980

Number of Children Eventually Expected	Males				Females			
	High School Only	Some Post-secondary Education	Four- or Five-year Degree	Master's or Higher	High School Only	Some Post-secondary Education	Four- or Five-year Degree	Master's or Higher
Total	100%	100%	100%	100%	100%	100%	100%	100%
None	14	11	8	8	9	7	8	11
One	9	7	5	4	7	7	5	6
Two	52	55	54	53	52	53	49	46
Three	17	20	22	24	21	22	24	22
Four or more	8	7	11	11	11	11	14	15
Average number*	2.0	2.1	2.3	2.3	2.2	2.3	2.4	2.3

*In making this calculation, a value of 4.5 was used for persons who answered "four or more."

SECTION E

PLANS FOR COLLEGE

1. Criteria for Choosing a College (table 30)
2. Plans to Use Financial Aid (table 31)
3. Plans to Use Specific Federal Aid Programs (table 32)
4. Expected Field of Study (table 33)

1. Criteria for Choosing a College

The 1980 seniors who intended to go to college in the year after high school were asked to rate the importance of seven criteria that could be used in choosing a college. The criterion considered "very important" by the largest group of seniors in New York State was the "availability or specific courses of curriculum," cited by almost 80 percent of the respondents. The next most frequently reported criteria were "reputation of the college in academic areas" and two items describing the net cost of college to the students: availability of financial aid and college expenses.

The relative importance of these criteria varied considerably by racial/ethnic group. For minority seniors, the items describing the net cost of college were more often cited as "very important" in choosing a college to attend than they were for Whites.

TABLE 30A

PERCENTAGE OF PUBLIC AND NONPUBLIC COLLEGE-BOUND HIGH SCHOOL SENIORS WHO CONSIDER VARIOUS CRITERIA AS "VERY IMPORTANT" IN CHOOSING A COLLEGE BY RACIAL/ETHNIC GROUP
NEW YORK STATE
1980

Criteria	Total College-Bound Seniors	Racial/Ethnic Group				
		Hispanic	White	Black	American Indian or Alaskan Native	Asian or Pacific Islander
Availability of specific courses or curriculum	78%	77%	78%	77%	98%	80%
Reputation of the college in academic areas	56	66	56	53	68	91
Availability of financial aid	45	74	39	69	67	80
College expenses	40	56	37	49	66	74
Social life at the college	32	38	31	35	60	43
Able to live at home	22	43	19	30	33	19
Reputation of the college in athletic programs	12	21	10	17	98	13

TABLE 30B

PERCENTAGE OF PUBLIC AND NONPUBLIC COLLEGE-BOUND HIGH SCHOOL SENIORS WHO CONSIDER VARIOUS CRITERIA AS "VERY IMPORTANT" IN CHOOSING A COLLEGE BY RACIAL/ETHNIC CROUP
UNITED STATES
1980

Criteria	Total College-Bound Seniors	Racial/Ethnic Group				
		Hispanic	White	Black	American Indian or Alaskan Native	Asian or Pacific Islander
Availability of specific courses or curriculum	70%	64%	70%	72%	80%	70%
Reputation of the college in academic areas	55	51	55	54	63	57
Availability of financial aid	38	56	33	72	52	34
College expenses	36	47	32	60	39	36
Social life at the college	28	28	27	35	31	31
Able to live at home	20	36	18	26	29	23
Reputation of the college in athletic programs	12	16	10	21	24	9

2. Plans to Use Financial Aid

The significance of financial aid programs to high school seniors is underscored by the fact that over 60 percent of New York State's College-bound seniors expected to use some type of financial aid and nearly half (46%) specifically hoped for a scholarship or grant. Significantly, almost two-thirds of the States' high socioeconomic status seniors (65%) expected to use financial aid, with most planning to receive non-federal aid than federal aid (58% vs. 40%).

A comparison of New York State with the National averages shows variable results depending on the socioeconomic status of seniors. In general, the percentage of New Yorkers expecting financial aid is less than that of the Nation for the low and middle socioeconomic status groups and greater for the high socioeconomic status group.

TABLE 31A

PERCENTAGE OF PUBLIC AND NONPUBLIC COLLEGE-BOUND HIGH SCHOOL SENIORS PLANNING TO USE VARIOUS TYPES OF FINANCIAL AID BY SOCIOECONOMIC STATUS

NEW YORK STATE
1980

Type of Financial Aid	Socioeconomic Status			
	Total Seniors	Low	Middle	High
Loans, scholarship, grant and/or work aid	61%	56%	61%	65%
Federal	49	47	42	40
Non-Federal	53	46	54	58
Loans	41	33	41	48
Federal	22	16	22	27
Non-Federal	35	27	37	40
Scholarships and grants	46	47	46	46
Federal	35	44	36	25
Non-Federal	31	25	29	39
Work aid	28	29	26	30

TABLE 31B

PERCENTAGE OF PUBLIC AND NONPUBLIC COLLEGE-BOUND HIGH SCHOOL SENIORS PLANNING TO USE VARIOUS TYPES OF FINANCIAL AID BY SOCIOECONOMIC STATUS

UNITED STATES
1980

Type of Financial Aid	Socioeconomic Status			
	Total Seniors	Low	Middle	High
Loans, scholarship, grant and/or work aid	73%	87%	76%	62%
Federal	58	78	63	42
Non-Federal	56	60	59	50
Loans	40	44	42	35
Federal	21	25	22	17
Non-Federal	34	37	36	29
Scholarships and grants	59	76	63	46
Federal	43	68	48	24
Non-Federal	42	46	44	38
Work aid	32	46	33	24

3. Plans to Use Specific Federal Aid Programs

High School and Beyond sought information on six types of loans, eleven types of scholarships, fellowships and grants, and three types of work programs. This table displays seven of the more significant programs and the percentage of seniors planning to use them.

Substantial numbers of New York's college-bound seniors planned to use various types of federal aid. For example, 40 percent planned to use a Basic Education Opportunity Grant (Pell Grant), 17 percent planned to use a National Direct Student Loan, 23 percent a Federal Guaranteed Student Loan and 35 percent a College Work-Study job. The majority of low socioeconomic students (62 percent) planned to use a Pell Grant and 43 percent planned to hold a work-study job.

In both New York State and the Nation as a whole, a surprisingly large percentage of students across all socioeconomic levels indicated that they did not know enough about the programs to answer the question. Financially disadvantaged students particularly lacked knowledge about financial aid programs.

TABLE 32A

PERCENTAGE OF PUBLIC AND NONPUBLIC COLLEGE-BOUND SENIORS PLANNING TO USE MAJOR FEDERAL FINANCIAL AID PROGRAMS BY SOCIOECONOMIC STATUS

NEW YORK STATE
1980

Federal Program	Plan to Use the Program				No Knowledge of the Program			
	Socioeconomic Status				Socioeconomic Status			
	Total Seniors	Low	Middle	High	Total Seniors	Low	Middle	High
National Direct Student Loan Program	17%	14%	17%	20%	33%	38%	36%	23%
Federal Guaranteed Student Loan Program	23	19	24	25	29	37	32	20
Basic Educational Opportunity Grant (Pell)	40	62	41	24	19	18	21	16
Supplemental Educational Opportunity Grant	15	28	15	7	31	41	31	23
CETA-Sponsored Youth Employment Development	5	10	5	1	23	30	25	16
College Work-Study	35	43	32	34	18	24	20	12
Co-op Education	8	35	27	19	26	35	27	19

TABLE 32B

PERCENTAGE OF PUBLIC AND NONPUBLIC COLLEGE-BOUND SENIORS PLANNING TO USE MAJOR FEDERAL FINANCIAL AID PROGRAMS BY SOCIOECONOMIC STATUS

UNITED STATES
1980

Federal Program	Plan to Use the Program				No Knowledge of the Program			
	Socioeconomic Status				Socioeconomic Status			
	Total Seniors	Low	Middle	High	Total Seniors	Low	Middle	High
National Direct Student Loan Program	11%	14%	17%	9%	29%	34%	31%	26%
Federal Guaranteed Student Loan Program	16	18	24	14	27	32	28	24
Basic Educational Opportunity Grant (Pell)	36	61	41	18	18	15	18	19
Supplemental Educational Opportunity Grant	13	26	15	6	29	32	30	25
CETA-Sponsored Youth Employment Development	4	11	5	1	20	22	21	18
College Work-Study	30	42	32	22	17	19	18	16
Co-op Education	7	10	27	5	24	29	25	20

4. Expected Field of Study

By a wide margin, business was the most popular choice of expected major fields, chosen by over 20 percent of 1980 college-bound seniors. About half as many chose the next most popular field, engineering. In general, there were only minor differences between New York State and the United States in the percent distribution of expected fields of study.

TABLE 33

PERCENTAGE OF PUBLIC AND NONPUBLIC COLLEGE-BOUND HIGH SCHOOL SENIORS PLANNING TO ENROLL IN VARIOUS FIELDS OF STUDY IN COLLEGE

NEW YORK STATE AND UNITED STATES

1980

Field of Study	New York State	United States
TOTAL	100%	100%
Business	21	22
Engineering	11	10
Health services	4	8
Preprofessional fields	10	8
Education	5	6
Computer and information science	5	5
Other social sciences (e.g., anthropology, economics, history, and sociology)	4	5
Art	6	4
Other fields (e.g., architecture, ethnic studies, and inter-disciplinary studies)	5	4
Communications	4	4
Vocational and technical	5	3
Biological sciences	4	3
Psychology	3	3
Agriculture	2	2
Architecture	3	2
English	1	2
Home economics	1	2
Music	1	2
Physical science	3	2
Foreign language	0*	1
Mathematics	1	1
Philosophy or religion	1	1

*0.4% rounded to 0